

**Response to Intervention  
Cohort training session:  
Process Evaluation: Is it Working?**

**Session 2**

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Response to Intervention  
Cohort training session: Process Evaluation: Is it Working?

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Evaluation of Outcomes – 8:00 a.m. – 10:15 a.m.

Melissa Chinn, Instructional Coach  
St Croix River Educational District (SCRED)  
Minneapolis, Minnesota

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Dr. Cave: Morning, how are ya'll? You are all people who work in schools, so you're used to getting up early, you're ready to go. I come down here and you're already waiting for us to begin. I'm glad to see everyone is still here, and hope you had a nice evening yesterday evening, and we're ready go to continue evaluation today to learn from some of our school divisions, and then you get to look at your own data. And here from Dale about how we're doing as a state, and how, how we're doing implementing this initiative together.

00:01:03

Dr. Cave: So I'm happy to begin if Melissa is ready to go, oh Regina is first, they did a switch up on me, all right Regina first, here is our coach.

Ms. Pierce: Okay, so this morning, good morning how are you? We have so many things jam packed into today, but the good news is we're gonna work really hard today but it is Friday and at 3 o'clock we promise there will be a mass quick exit through the door so that you can get through the Hampton Tunnel, so no worries. All righty, so we're gonna start today with an activity. And I put up here you asked for it, so just so you know when you all give us feedback, and you always do about what you want the trainings to look like there were three things that we always kept hearing. The first was we want a lot of practical stuff to back up the theory that we've been hearing, so I thought yesterday went fabulous.

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Ms. Pierce: I thought, you know, the implementation manual is very practical to take with theory; all of Melissa's work was very practical. So it's sort of like how do we take everything that we've learned and put it into practice. The second thing that you always ask for is that we need more time at our tables to talk, we just want to process it through and talk it out. And it was really exciting yesterday cause you had to time to do that, and what we observed was that you took Melissa's, you know, SCRAD started with their data, and then immediately applied it to your own. You kind of just rolled on over

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with it, which was the whole idea. Okay so here is the third thing that you're always asking for, do you know what it is? [LAUGHTER] Let me remind you, the third thing that you're always asking for is, everyone is always coming up and saying we really, when we're all together we just like to talk and hear what other people are doing. We want a chance to talk to the other districts cause we never get a chance to do that. So we're gonna do that in a purposeful way, and I'm going to explain that but before I do just in two minutes I want to come back to something that Kevin had yesterday because this is the work that we're really doing in all of our divisions right now.

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Ms. Pierce: You don't have to pull it out; it's the thing where it talks about going from paper, to process, to performance. And the one thing that we're all working on in all of our divisions is that guidance document, or some kind of manual, or something that says this is how we do Rtl, and I think this just really affirms that you've got to start with saying what it is you're doing. So that kind of says this is why we're doing that work we're doing, and I loved the analogy about the juice bar, because what's happening a lot of times we go in and it's kind of like well we have a gym membership, now I don't really know what I'm supposed to do when I get to gym. And my priority is the juice bar, so I know I need to build n time for that, so maybe I really only got 20 minutes of water aerobics when we really should have had the 40 minutes of water aerobics. And when I look at my outcomes no my abs do not look like Ryan Gosling's.

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Ms. Pierce: So maybe something had to change with the schedule, so I just really, this is kind of where we are as we're working through the process. All right, so the next thing is that we're gonna share out and talk to all the other districts, but we are going to have a chance later on in the synthesis part to share with our teams what we learned from everybody else, so that's gonna come later. If you don't have it don't sweat it, now the email went out, might it say it went out twice, but everybody was supposed to have some version or vision of how they collect their data. So, you know, whether it's [Rtl indirect ?], whether it's the excel sheet, whether you're a high school principal and you do a PowerPoint whatever it is. If you're the Title 1 teacher how you keep your data just some way to share the data. If for some reason you're on your team and you don't have your own copy or things don't worry just go ahead and go to another table and listen this is not a big deal. All right, now the rules for the fruit basket shuffle, we were trying to figure out last night how to get everybody divided up so that you're all at a different table.

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Ms. Pierce: And you're not with your team, it was getting quite complicated, and it was already 5:30. So this is gonna be simple all right, we're gonna have to all sit at ten

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tables, was it ten? Ten tables, all right so I'm gonna label the tables; watch me as I label okay. One, two, three, Steve Hale's table is four, behind Kevin is five, six, and seven, so seven is the table by the door all right. Next to that table is eight and then where Shenandoah is raise your hand that is nine. And that table by the pillar is ten, all right we got it? Now, those are the ten tables, just get up, go to a table, sit down, and just make sure that nobody else that's on your team is sitting at that table.

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Ms. Pierce: Does that sound simple enough? Okay now hang on, hang on, hang on, one more thing. You got one more thing to do, at your table we're gonna do a little T-chart, so you're just talk, you're just gonna say this is what I do, this I what we do, these are the problems we have, blah, blah, blah. Then you're gonna do a little T-chart that just says, you're gonna make a T, and you're gonna say, and you're gonna put a line down, and you're gonna say things that are similar, things that are different. Okay? So really simple, sort of like we all look at our SOL data this way, but what's different is that we have an excel sheet, and this one has [Rtl Indirect ?] or something like that, you get the idea. All right? So here we go. One, two, three, move. [Tape cuts] There were markers on the table, did they move them last night. Just take a pen then, take your pen this will be easy.

00:07:02

Ms. Pierce: Take a pen, line down and line across to make a T, on the left hand side put commonalities. On the right hand side put differences. You could put same and different, we're doing vocabulary building. Okay, so commonalities and differences. So after you've talked just sort of talk about the things that we all have to do. We all have a commonality that our math SOLs were bad, and we don't know how to look at it okay. So things like that all right, any questions? Okey dokey. [Tape cuts] Shirley. [LAUGHTER] So here is what we're going to do now. Finish your conversation, and pick a, pick one person at your table to be the speaker.

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Ms. Pierce: And so in the next five minutes finish your conversation and come up with sort of the, something that you can report out in two or three minutes on sort of the high point of what your table gleaned, or what you might have learned, or you all realized you needed to work on something. Whatever, a high point might be and we'll share those out really quickly, so remember you're only gonna get two or three minutes to talk. Okay. [Tape cuts] I mean it this time we're wrapping up. [LAUGHTER] Okay, so at every table you were supposed to have picked a speaker, and you're just going to say in two or three minutes sort of the high point of what you got out of the discussion, all right. So instead of always starting with table one, table three was on quite a role. So who is the speaker for table three? You get two to three minutes.

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Respondent 1: One of the things that we found that is the same I think with us is that we have a lot more data than we ever did before, and we're looking at the data in different ways.

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Respondent 1: One of the concerns that we had which was the same is are we, I call it peeling it back, you know, when we first started with Rtl and Tom Jenkins we talked about peeling back the onion, that's what I talk about in my division. And so the concern is are we peeling it back enough to know are these things that we're saying we're doing, doing what we say that they are supposed to be doing? We're all different because we have very small school divisions going to the largest which is Prince William, but the similarities outweigh the differences I think, and we did, we did digress a little bit and talk about the kinds of interventions that we're using a little bit with scheduling.

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Respondent 1: So more similarities than differences I think, and the concern from all of us about math and what we're doing about math, and how we're looking at math data, and who we have that's working with that. Another side topic that came out of all of it too was professional development, and what we are or are not doing with professional development.

Ms. Pierce: Great observations absolutely yes. See I told you they were working.

Respondent 2: Okay it seems like a lot of us are doing color coding in some way through excel, or downloading it into various other things but the color coding helps with really identifying students. And the color-coding includes the academic things, but also includes discipline and attendance. Other things that we're all doing is universal screening, many of us are using the same group of people to do like their PALs testing, or their progress monitoring.

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Respondent 2: There are some pluses and some minuses to that, that some of the minuses are that teachers don't always buy in when somebody else is doing it, so they talked about having some, having them do some portion of it at least so that they buy in. We also have data meetings in some form or fashion weekly, or monthly, or bi-weekly, we also have a designated time for interventions. But as far as the things that we're using for progress monitoring, and for collecting data we have a whole list of them. So we're all kind of all over the board, but several of us are using the same thing.

Ms. Pierce: All righty.

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Respondent 3: [LAUGHTER] Wow they want me to be the spokesperson.

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Respondent 3: Okay, we said everything you all said, so data collection, data meetings is a common things that we're using, and the difference is interventions okay.

Ms. Pierce: Thank you. Well said.

Respondent 4: Okay we basically said what everybody else said, but we really got into a discussion bout what types of interventions and diagnostic assessments, we're very concerned as well about math, not a whole lot out there. Although Augusta county has it going on, they've got some reporting and stuff that you might want to check into if you want to ask this guy right here.

Ms. Pierce: All right.

Respondent 5: Our group talked about a lot of things, and first of all I want to say how, how much I think we've all enjoyed this.

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Respondent 5: It's, it's kind of like what we're taught to do in the classroom. You mix everybody up and let the kids do the work instead of being talked at, so we like this. We talked about a lot of different things, we did have more commonalities. We talked about the need for a data warehouse; we talked about the different staff changes and how we all wear many hats including the RtI hat. We talked about budget cuts changing a lot of things; we also talked about the lack of direction from the top down sometimes. We talked about the need to prioritize, when you have some many hats to wear where do you put your priorities. We talked about lack of fidelity with the program. We also talked about lack of time too for professional development. The common, another thing that we had in common, basically everybody at the table had a screener, and they had a power up time in their school.

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Respondent 5: And we all agreed that the importance of the data to drive instruction and getting that downloaded to the teachers sometimes. Our differences were the different people coming to these meetings, and the lack of continuity sometimes, and the different levels of implementation at our, in our divisions. And also scheduling issues, and then we digress a little bit on to textbook adoption. [LAUGHTER]

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Respondent 6: Well I just want to go ahead and reiterate that we really enjoy this process right now, and ask that after the next few groups are done if we can have another 15 or 20 minutes to just keep rolling with it.

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Respondent 6: We would appreciate it. We talked about a lot of things, some of them were very specific even in terms of specific interventions, but we also talked about some of the bigger picture things. We did have a few high school people here, and one of the commonalities we found were we're just kind of beginning that high school process. Martinsville is starting in the high school right now and I didn't catch where you, North Hampton was moving into the high school too. Just the balance of testing, testing versus instruction over testing, if we're over testing are we using, are we really using our data, and are we really using our information or what it's intended for, and what we expect out of it. And not only are we as the RtI leadership teams using it, but are the teachers using it too? So that was one of our commonalities was more of a concern. We did discuss that we all are using PALS in some way obviously.

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Respondent 6: Some of our differences were just again the assessments; there were some different assessments that were out there. How we are collecting the data once we get it. Is it the responsibility of teachers inputting it? Is there a system wide data person that kind of gathers it all and does it all for everybody? And then scheduling.

Respondent 7: We just, we just mentioned the scheduling, and how difficult it is to give everything that we need to the students who are in need. And making sure that we have the right people working with those students, and not just putting anybody in there.

Ms. Pierce: Good job thank you, you know, that really does sort of, but we have one more table. Don't clap yet one more. The very end, and that really does, what you just said is what happened in Melissa's district.

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Ms. Pierce: They were really good at data collection, but when you looked at the survey they didn't know what the heck to do with it, so good point, two more.

Respondent 8: For commonalities we talked about the comparison of the assessments we were doing, the predictability for success and SOL scores. Universal screening, we all do universal screening. We looked at benchmarks, and I think elementary is kind of stopping doing benchmark, but middle school is still doing benchmark. I think that was a commonality we had. A majority of the people were using MAP and AIMSweb, we were all doing progress monitoring. The things we found that were different were some

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people don't start at tier two at the beginning of the year. They all must go back to the beginning. Some people use STAR test, some people use [Rtl Indirect ?] as a database. And we talked a little bit about Rtl and the eligibility process for special education, and we also talked about fidelity checklists.

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Respondent 8: There seems to be a lot of differences in how that's done.

Ms. Pierce: Thank you.

Respondent 9: Okay, our group we, our similarities, we're using some type of progress monitoring, STAR reading, STAR math, we have after school programs, everybody is doing some type of benchmark testing in reading or math every nine weeks. We're using the [SBQs ?] in 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> grade to, to help our teachers dial in on the instruction. Tier three in kindergarten, 1<sup>st</sup> grade, and 2<sup>nd</sup> grade, Wilson Reading Program. Language for learning for ELL students, data meetings are anywhere from a week and a half to three weeks apart. We meet with everybody. Our differences are some schools are having their after school program not only has remediation but yoga and karate classes, cooking classes, dance classes, maybe part of the day where you can put on a YouTube video and let the kids dance in the class.

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Respondent 9: Everybody has got their homework, Fast Forward program for mediation. Resource list with the families, so if a family needs medical services, or food, or some type of service you can provide that. It kind of helps the community to know that you really care, and the parents really appreciate that, and then home visits to positive context to every student, three home visits a year, or three positives visits to a family where you make a phone call, or you send a postcard, or you go knock on the door and hand them a gift basket. Okay.

Ms. Chinn: Thank you. Okay, so hopefully we can find some more time to, do you, do you all need a little bit of extra time to just wrap things up with your group?

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Ms. Chinn: Okay, five minutes do you think would be enough? I know you could probably talk all day, but how about if we try and wrap up in about five minutes, and then we can, you can either stay where you are or get back together with your teams. Okay? So go ahead. [Tape cuts] Okay. [Tape cuts] All of this rich conversation that was occurring, it's still spilling over into break. This is the best part, watching the excitement and the passion of everyone. Sorry. [LAUGHTER] Okay...I think we'll



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probably just need a couple more seconds, Regina was gonna go out and check the break room.

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Ms. Chinn: Okay, just a reminder if you still have any of the big chart paper out on your tables please give them to Rick, the plan is to consolidate all the information on that, and then he will type it out and send it out to everyone so that you have a copy as well. Okay, well it looks like we have almost everyone here. So yesterday we talked a lot about data collection, we were largely, we did look at a lot of student data. So looking at school wide data, we looked at the RtI implementation status checklist, so that was more evaluating your process and your framework.

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Ms. Chinn: And seeing how the two relate, and then we also looked at grade level team information, and there again it's individual student data. So more data process, we did talk a little bit about, but I wasn't able to provide you any examples, I gave you a couple ideas of where you can find some information about actually monitoring the grade level team process. So not just the, the data, the student data, but actually the process of holding the meetings, having a very systematic way of looking at the data, and then being able to respond to that data. Okay, so it's not just the student data, but also the process piece. Today the only part that we have left was, had to do with problem solving teams. Obviously problem solving is occurring every step of the way, but where I work we really keep that problem solving term for the problem solving teams.

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Ms. Chinn: It just helps keep it clear, but that doesn't mean we aren't doing problem solving at every step. In fact I see even in our own teamwork people are bringing in that problem solving process, and it's kind of fun to watch even as my boss will, you can see it, her going through the steps in her head as we're talking about different issues. One of my colleagues talks about when she has some difficulties within the home how she will use the problem solving process to work through issues, she has some rather entertaining stories about some conversations and how this occurs with her husband, but, so it can be used in any facet of your life really. But we'd like to have the systematic approach when it comes to going through our data, holding our meetings and so forth. So today then we're going to focus on problem solving teams as I said, by a show of hands do you have problem solving teams?

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Ms. Chinn: Okay, so you're in your next step. Sort of kind of, so that's, that's kind of going to be like the next step to develop those. You know what, that as far as I'm

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concerned that's okay if you have those other processes in place that is the place to start. I think I mentioned yesterday that we learned the hard way that you can have these fantastic problem solving teams, but you're going to be spinning your wheels, and not accomplishing a lot if you don't have all those other pieces in place. So you need that infrastructure, you need your grade level teams, you need your administration and leadership, you need all those things for a problem solving team to be very functional. At least in my experience. I'm going to show you a little clip here of, I would say it's an example of about 1,000 meetings that I've attended, and it will be interesting to see if any of you can relate to his.

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[Video - See Ms. Melissa Shinn's PowerPoint presentation]

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Ms. Chinn: Isn't that great? How many of you have been to a meeting like that? Yeah?  
[LAUGHTER]

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Ms. Chinn: Thankfully those days are pretty much over, but I can attest to the fact that that really did happen, or very close. So but now we have our problem solving meeting, and for some reason number one, how odd. Because it shows up in my computer, but it's not transferring to the, so a little bit of background on how we do problem solving. All of our teams, or all of our buildings have problem solving teams, and so in the process if you have a student that is struggling they're going to be picked up pretty early, as far as they're going to be on people's radar because of all of the data collection with universal screenings and so on. The grade level teams will also be able to note a student that's struggling, and more likely than not they'll be placed in a small group type of intervention at that tier two level at some point.

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Ms. Chinn: If they're not responding to that tier two intervention, and sometimes the grade level teams with tweak that intervention, they'll change it and so on, and so forth, and the student still is not making any progress, he may decide at some point then to refer the student to the problem solving team. Now this is not a special ed. team, it is a separate problem solving team, and we follow a five step problem solving process. This is very odd. I can see it here, but it's not showing there, but the five step problem

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solving process is there. The problem identification, problem analysis and so on, we'll talk a little bit more about those. We've been doing problem solving training as long as I know, at least ten years. Every year our organization provides a five day training, just about problem solving.

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Ms. Chinn: So we talk about the, there is an overall, overview of RtI and then the other days just focus on each step of the problem solving process, and we talk about what conversation should be occurring at each step. Kind of the requirements that we have at each step, and then how to document okay. I have found that the documentation of our problem solving process is critical, that paperwork process really drives that whole problem solving process. If we don't have that paperwork in places steps are easily forgotten, it's not unusual for example for somebody to come in with a student, they have their data, we know that they're struggling in an area, and they immediately just want to place them in whatever intervention group is available. Oh we've got an opening at 1:30 here let's put him in there, and really if you, if you follow the process however, and you follow the documentation part you will actually get through the process, identify the problem, come to a conclusion about what is causing the problem, and develop a plan that is specific to that child that will create a difference for that student.

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Ms. Chinn: Teams typically consist of a variety of people, I know some of our administrators really wanted our teams to only consist of general ed. teachers. I've found that really the best teams are the ones that are comprised of a variety of specialists and general ed., so typically a special ed. teacher, I know some administrators don't want to pull their, their special ed. teacher for a problem solving team. And I get that, I understand that they don't want them to have to be involved in one more thing, but the special ed. teachers, special ed. staff generally have a level of expertise that some of the others may not have, at least in the beginning.

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Ms. Chinn: And so their input is really important especially at the beginning stages, they know data, they're comfortable with progress monitoring, they know how that works. They're usually understanding of different intervention programs and so on, so really their participation in the teams that I've seen is very helpful. We usually have a rep from each grade level, we may have a behavior person, it's very helpful to have somebody who is an expert in behavior. Sometimes it's a special ed. teacher, sometimes it might be an assistant of theirs in the classroom, or a Para, I've seen some of those people are almost as good as the teachers, and know a lot about the students. And then any specialists, so if we have any Title teachers, reading specialists so on they're, they

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should also be included on this team. The teams typically meet on a weekly basis, 30 to 40 minutes.

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Ms. Chinn: Thirty minutes is sometimes just not enough even on a weekly basis to get through the information that they need to. Others, and some of that depends on the scheduling. A lot of people like to schedule their meetings before school because then they have a definite ending time, but if you do it before school often time you're limited to that 30 minutes cause nobody can get there any earlier. After school however does allow for more time for people, but there again then sometimes they drag on forever, so and people just, they just need to get a break and get done with their day. So, but something to think about. A typical meeting, this is just what, kind of what the meeting looks like. We have our five steps, we have problem identification, and that's where we are identifying the problem, and writing a discrepancy statement in observable and measureable terms, which is key. And so that discrepancy statement is basically looking at where we expect them to be and where they're at.

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Ms. Chinn: So for example with reading we might write a statement, in, in the spring of the year Alex should be reading 109 words per minute on third grade level probes, currently which is say in March of the year he is reading 75 okay, so there is that discrepancy. I'm trying to remember our targets off hand, or in the fall it could be 3<sup>rd</sup> graders are expected to read 90 words per minute on third grade level probes, however Alex is reading 51 words per minute. So looking at where we expect them to be, and where he's at. Okay, and it's observable and measureable because otherwise how do you monitor progress right? So at the meeting then, I think I just lost my train of thought cause I have, so problem identification.

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Ms. Chinn: Problem analysis is the other step that they'll be doing in the meeting, and that is really analyzing the data. Sometimes you need a lot more information, you just might not have enough, so we need to take the time to do, maybe do a little diagnostic assessment, curriculum based evaluation. We'll be looking at the files, maybe doing some teacher or student interviews. All of this and putting it together and looking at trying to figure out what is the underlying cause of the problem, why is this discrepancy occurring and picking through until you come up with the team consensus on, for a hypothesis of the cause of the problem. And then based on that hypothesis you develop a plan, the plan then will look at what are we doing?

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Ms. Chinn: When are we doing it? How is progress going to be monitored? Who is going to implement it? All those key details, and then we have plan implementation, how are we going to ensure that there is implementation fidelity? So for all of the interventions we're always going to observe the intervention, we also look at the frequency that the student is getting the intervention realistically, and some very key questions in there just to make sure that what we are planning is actually going to occur. And then the last step would be plan evaluation, and then at some point during one of the meetings we'll be looking back at the data, see how effective it is, we'll be looking at the implementation. Did it occur as we were planning? If the data is not looking like it should do we have a reason to believe it's due to the wrong intervention, or are there other factors involved. So this is a typical meeting, and each meeting will look a little bit different depending on who you're working with, who you're reviewing, the students that are involved.

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Ms. Chinn: But the team distributes the agenda. I have found that you need to have an agenda really it, it keeps people more focused. If you're spending, if you have a half hour and you're spending 20 minutes admiring the problem of one student, and you've got 5 others that you're supposed to be talking about you won't know, really keep that in mind unless you have that agenda in front of you. Here are some key things on the agenda that I have found to be very helpful to drive our discussions. The student name and grade obviously, the identified area of concern, the hypothesis. Why did we think, or what did we think was the cause of the problem? The step in the problem solving process that's to be completed that day? Do we need to analyze the information today? Do we need to solve a problem with the implementation?

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Ms. Chinn: Or we're evaluating today, and then the current intervention sometimes is also very helpful to have on the agenda. I do work with some overachievers that really are amazing that will also put their students like last three years of their test history on the agenda, so we get the full background. And will even copy and paste the progress monitoring graph into the agenda, so you don't have to do that but it's, it's really nice. But it takes a lot of time. So the team facilitator will usually bring the agendas and set them on the table for them to have. They have previously emailed them to everyone, but nobody brings them. [LAUGHTER] Yeah, so everyone is very grateful to have that pile there to grab, and then we typically sit around and waste about five minutes as everybody else kind of straggles in.

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Ms. Chinn: And I did note that that's a good time to distribute any pastry, candies, coffee, it makes everybody a little bit happier. For new referrals then team members will

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volunteer, sometimes they are volunteered for different tasks, so this is usually supposed to be very quick process. We have a new referral we need information. You're gonna do this, you're gonna do this, so on and so forth. Most teams once they've been up and running for a while they just will pick one thing that they want to do, and will do that every time, so for example in one of my buildings I have the principal who likes to get into our data warehouse, and will pull all the, all the web portal data, all of the test history. So she just does that, so we know every time she's gonna do that. One person likes to do the interviews, they're just gonna do that every time. They break it up because it can be a lot of work for any one person. They're not always real thrilled bout doing it, but everybody does do their part, and once they're collected that information then we usually bring it back to the next meeting to do problem analysis.

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Ms. Chinn: However sometimes due to school schedules, individual schedules, there might be other things going on that interfere with their ability to be real efficient with that, so they might need two weeks, this is typical. And then for the next other meetings we have the problem ID usually these steps are done at one time, I'm not saying this happens every time, but a lot of the time. Sometimes with problem ID we really know that right away as well, so that might be kind of we have a new referral we already might know the problem but we still need more information to determine the cause of the problem. But often these three steps are done all at the same time, and as you can see it's a lot of information that they cover during this, this step.

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Ms. Chinn: These steps I guess, with the problem analysis they take the most time, and so when we schedule meetings if we're going to do a real good job with problem analysis we need to make sure that we clear the schedule pretty well to leave time for focusing on that. And quite honestly with any of the teams it is the problem analysis piece because it is the hardest part. We're taking all of this information and consolidating it, and thinking about it, and processing it very thoroughly, and it takes time. I don't know if it's our brains just don't function, want to function that way, we want to, we immediately just kind of disregard certain hypothesis, but this really slows us down and makes us really think through each issue, each piece of information that we have. And then planned development. I think in the early stages that might be more difficult to do, but once you have that underlying framework in place, you have I think somebody called it power up time.

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Ms. Chinn: We have double dose time, whatever you call it, if you have a framework with built in intervention time, or if you have interventionists within the building that piece can be pretty quick just planning out what will be their program. And then writing a goal

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statement as well as part of that. For us it's easy we have our targets, we know where our students, where we want our students to be so that's a piece of cake as well. Where it gets a little bit more difficult might be the behavior plans, cause those would be a little bit more individualized depending on the severity of the problem. Typically we do plan implementation and plan evaluation at the same meeting. Yes.

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Ms. Chinn: So problem solving teams focus on individual students does that answer your question? At this level. So that doesn't mean that there might be group interventions somewhere within the building that might be appropriate for that individual student, but when we're working on our problem solving teams it's always individual students. Okay, other teams we have had teams in the past who did work on like groups, simply because there wasn't any other system within the building to do it. Now that we've built our grade level team functioning they're taken over a lot of that group, the small groups of children, that process.

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Ms. Chinn: So the problem solving teams can focus on individual students which was really the intention all along just to look at the, the most unresponsive students, those that are just not making the progress that we want to. Despite the other things that we've tried. Does that every occur? Yes. The question was doe we ever have a problem with referrals from the same teacher, that used to occur a lot more before the grade level teams. Now the, the grade level teams they're looking at that data, they're being very proactive, and so if there really is an issue it shows in the data.

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Ms. Chinn: And it also leaves times to discuss too, okay there is a problem we're not sure if they really need to be part of a group, or really need an intervention, what are some things that we could do to help the student without going through any kind of a formal process? So it gives them that time to interact. That has helped the other concern too on the opposite end sometimes you have teachers who will not refer any student. So we kind of, but again once we have that grade level team looking at that data that really helps with that too. So there is a trust and communication issue with that, but really it's that that grade level team is so vital to the work, to the system. Did that answer your question? At least in our case. So then these are just some of the things, the questions that we talk about, some of the things that we do when we're looking at plan implementation and plan evaluation.

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Ms. Chinn: And of course one of the, the bottom things is very important. If they're not making progress do we immediately assume it's the student, or are there a number of other things? There is, we really have to think carefully about some of these things. One of the first things that we look at, has the intervention been observed? Is it being implemented as we planned, and sometimes that's just not the case. Sometimes you have this rogue interventionist who decides that they're going to do what they want, they don't care what the problem solving team says, cause they think they might know what is better. And so when you go in to observe it may not be occurring. I, I do remember hearing a story about one of the school psychologists going in to observe, it was a behavior intervention in a classroom. Everything looked fantastic; it looked like the teacher was implementing it as planned, beautiful. But the student was just not making any progress whatsoever, and then found out from the Para that was working, the paraprofessional that was working in that room that the only time that that intervention was actually being implemented appropriately was when the school psychology crossed the threshold into the room.

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Ms. Chinn: So those kind of things are kind of important to know. Have the sessions been in, that would be have the sessions been inconsistent. That can also related to vacations. It can related to holidays, other things going on, so that will change the schedule. Illness, there is just any number of things, if the sessions have been inconsistent then you can't really say it's the intervention you need to give it more time to see if it's, if it's going to work. Sessions might be too short. That can be a real biggie in some of our buildings cause we have limited resources just like everyone else, and being able to put in the time that we need can sometimes be difficult.

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Ms. Chinn: We kind of have this guideline to our teams, and initially I know there was a lot of gasps when we put out this guideline, but now it has kind of been a way of operating. So our guideline is that they have to have at least 75 minutes of intervention per week, okay for it to, and they hate this, people that I work with hate saying this but it's kind of true for it to count. Basically what they're saying though is if you're really going to expect some change, then you need to put the time in, okay. Are you really going to expect significant change in a student who is getting an intervention ten minutes a day, you know, really? Is that going to help? Six minutes a day? So we really need to invest the time. Doesn't need to be on a daily basis, sometimes it might be 30 minutes, 3 times a week. That maybe broken up, but the guideline no less than 75 minutes a week.

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Ms. Chinn: And typically we'd prefer it around 90, and how this came about. One of my colleagues, did, looked at some, a lot of research, and kind of looked at how much time do you need to invest in an intervention for it to be effective. And based on the research that she did she found that it was around 90 minutes a week for us to expect a significant change in a student. And then there are the possibility that materials are too difficult, we've seen that happen. For example with our fluency interventions when we're trying to get a student that's more fluent. If we're having them practice with materials that are too difficult they're just practicing error after error after error. And so we need to lower the level of the material so we can have them practice with words they know, become more fluent with that before we can build on that. And then if it hasn't been given sufficient time, so after three weeks we may not know. We might need to give some additional time.

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Ms. Chinn: They might be completely bombing, and you know it's not working at all, but if you have any question then you might want to give some time. And there is other things that might be related to that, you know, what is the size of the group? Is this group too big? If they're part of a group are they not engaged? Is there behavior involved, motivation issues? So any number of things are when you're evaluating the plan you need to consider. And then what is the next step, and Regina said yesterday, and I love this idea that with some teams they do before they even think about the next step they look at the data and say yay, nay or questionable. And the team has to come to a consensus on that, and then move on. What are we going to do? So and those are just some of the different steps that we might be considering.

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Ms. Chinn: I did put examples of our paperwork in, it was in the pink packet. They're all kind of mixed up in there. But they are just examples of our paperwork of a real student that a team had completed; there is a standard treatment protocol for a small group. And then there is separate paperwork for an individual student starting with, let's see the, the screening summary, and the problem identification screening summary, that's where the discrepancy statement is written, and that, we require that. Then we have the problem analysis piece, and this is all online software that we use, and our people love it. We've tried to find different ways to document problem solving before, and it was a really bad experience for most people. And so this last year they were so excited to have this, this new system, and so they're happy with that.

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Ms. Chinn: But we're, problem analysis, the intervention plan which includes the plan itself and how it's going to be measured, or growth will be measured. The implementation review, and then the plan evaluation. Oh the retention issue, yes of

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course we still have people who want to be retained, although it happens less and less. The problem solving team doesn't typically deal with a lot of those retention issue, but they do deal with them in house. Our school psychologists usually have to be part of that decision making progress, and they are very anti-retention and bring all of the data, and articles, and everything they come to any kind of retention meeting. Unfortunately, or fortunately there still are those situations sometimes when a student is very young for example that at a kindergarten level they might be retained.

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Ms. Chinn: Maybe even 1<sup>st</sup> grade it happens once in a while, but anything older than that people really dig their heels in and say uh uh. We just can't do this. We need to meet this student's needs another way. But yet it still happens, does it happen here too? So I think the research has been our biggest tool to combat some of that, and it seems like as time has gone on too we're seeing so much less than we used to see. I think the word is out. So we have this problem solving process, we also, which we, we look at fidelity to the problem solving process on some case reviews, which is, it comes after this.

00:55:02

Ms. Chinn: But we also monitor the, the problem solving teams effectiveness and they're functioning. My colleague developed a, a checklist like this, and it's not unique there is others out there. But I use this when I go to meetings and observe the teams, and provide feedback of how they are doing with the problem solving process, and how they are working with a team, if they're missing things. And some of it, the first chunk up on the top there is just basic meeting stuff. Is there an agenda? Did we get through the agenda? Is everyone who needs to be there, there? You know, those real basic stuff that are necessary to really have an effective meeting, and then after that it's the five step problem solving process and it's the quality indicators for each, and as I talk about students I can note whether this occurred, or whether it didn't.

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Ms. Chinn: And then after the meeting, or sometimes after I've completed a couple observations I can go back. Usually I talk to the facilitator of the meeting and we talk about, okay I'm seeing that people are really not bringing the data to the meeting. So I see on the agenda we're supposed to be doing plan evaluation, but I didn't see any data at the meeting. I just saw somebody there saying that they were doing really good. [LAUGHTER] Yes you do have that in your white packet. So it really does help kind of focus. I provide usually this checklist to the facilitator and other team members so they can look through and kind of see what the expectations are. If I see problems it's usually conducting a thorough problem analysis, although the teams have gotten so much better with that over the last couple of years it's amazing. The other part that they

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sometimes forget is bringing the data to the meeting, which you really do need if you're going to evaluate a plan.

00:57:07

Ms. Chinn: So what I thought I would do for this, does anyone know what time it is? Oh it's ten o'clock. I'm just gonna show you a couple of clips, and they're a little embarrassing to me. These teams have come a long ways, but I'm just gonna show you two little short little clips. One is the opening of a meeting, and going, talking about the agenda. And then the next clip I'm just gonna show you a little bit about, I believe it is, it must be data collection. It was problem identification, so just two little clips just to give you a taste of what these meetings used to feel like. The difference now is that people are so much more focused.

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Ms. Chinn: It's part of their way of operating now, it's just habit. They go in, boom, boom, boom, boom, boom, very effective. The ones that aren't effective is cause we get caught up in admiring the problem, and talking about, you know, how they come to school late every day, they never have breakfast, mom is you know, hanging out at the casino all night and can't get the kids up. And didn't you know that their dad is sitting in jail, and you know, all of this stuff that we talk about, and really doesn't help address any of the problems that we're trying to address in this building. So that's kind of, there used to be a lot of that stuff, problem admiration, and now we have eliminated a ton of that. But I think you might still see this, some of that in one of the clips.

00:59:00

[Video - See Ms. Melissa Shinn's PowerPoint presentation]

01:00:00

Ms. Chinn: Okay an observations on that? Teacher wasn't there. Where was the agenda? Okay, so you noticed a few things that could be worked on right? And these are, you know, this is typical, and I don't want to say or imply anything bad about these people, because these are, this is an awesome group of teachers. I mean they really are wonderful, but again they were just in their beginning stages and trying to get things up and running, and they've come a long way, people are there. We've got the agenda, we've got usually we project our progress monitoring data on to a board so everybody can see it.

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Ms. Chinn: And everybody is ready to go, so and again this is a bit of an artificial situation. It was a real meeting, but you know, it's a little uncomfortable when everybody has to be around three of the four sides of the table, and you have got a camera on you. Who wants that? So but you can see where some things are going to be working well for that group, and some things are going to be more difficult. You might have also noticed that they were going to look at group data, which again probably would have ended up taking most of their time away from that individual student problem solving. And then I'll just show you a little bit of this problem identification, and as you listen see if you can pick up a couple of different things about problem admiration, but there are some real positive things that you will see in this too.

[Video - See Ms. Melissa Shinn's PowerPoint presentation]

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Ms. Chinn: Pause, pause, pause, pause.

01:05:00

Ms. Chinn: Okay, some observations? Not available data right. What's that? The teacher wasn't there. Yeah, it was almost like they didn't know which kid they were going to talk about, they didn't have the data available. Right, and what they could have since it was a new referral they could have just assigned people right away, okay so we really don't know what the problem is. You know, the person who was talking about the student, there was first that concern about something is going on at home did you know that?

01:06:02

Ms. Chinn: But they nipped that pretty, pretty quickly. She didn't get into that one, but then there was the concern when I was listening to it, I was thinking just wait are you referring this student because you're concerned about them going into middle school and middle school can't meet their needs? Or is it because the student has a real concern? You know, at this point I would have thought that after five years in this building they would have picked up on something before they, you know, this year. So it sounded to me like the underlying concern was that they wouldn't receive the support needed in the middle school, which I don't know about your buildings but there is always that. The elementary school isn't really working up to par, so then they're coming into middle school, and, and the middle school isn't doing their job, yeah there is always that stuff going on. But yes they could have come in if they had the name of the student and

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gotten some real quick information, realized they didn't know the specific area and then just assigned you're going to do this, you're going to do this, you're going to do this.

01:07:05

Ms. Chinn: And then we'll come back next week. What ended, did you notice what ended up happening when they tried to find volunteers? One teacher did volunteer, and I wouldn't have expected any less from her she's fantastic, but then one of the teachers said no I've got two IEPs I can't help you with that. The other one says well I'm work on three other kids right now so I can't do that, and the school psychologist ended up just, okay I'll take it. So that's gotten a lot better too in the last few years, so everybody knows what they're supposed to do, and on and on they go. Any other observations from that? Did they skip too?

01:08:00

Ms. Chinn: Yeah they probably given half a chance I'm sure they would have. Yeah. Yes they did. Yes, you can see that they used data, they were comfortable with it, they couldn't find it, but they were obviously comfortable with it and they knew where the student was, and especially where they were at. I think where they were at right off the top of their head, they knew what the expectation was, and so you can see that it is very data driven, so that was a real positive. Yeah. [LAUGHTER] We gave them Rtl.

01:09:00

Ms. Chinn: So here is a thing that I've learned in sitting in on the different meetings, and trust me they're all lessons learned the hard way, it's not from all the research that actually supports all these things I've actually seen them. Weekly meetings work best. I think I heard somebody say that they had bi-weekly meetings, or twice a week and I thought wow that is something. But weekly meetings are probably the most that I can expect from any of our buildings because of the time that's required, and everybody is strapped for time. If you can't do weekly meetings twice a month, bi-weekly works, its' better than monthly meetings, and monthly meetings are better than none at all. So just trying to get those meetings in is very important. And then my second one is you really really need to have data at the meeting. Really, you really do. Otherwise you can't evaluate, you can't really do anything but admiring the problem unless you have something to show where they're at, where they need to go.

01:10:06

Ms. Chinn: Okay, a good agenda is crucial it keeps people focused and on task. This is the other thing, and you, you wouldn't have noticed this because you don't know this group of people, if I had showed you the clip following next you would have noticed a difference in the composition of the meeting, and that's because the principal showed

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up. Attendance by the building administrator is crucial. I, even if all they do is sit there and nod their head there is something about having that building administrator that that just makes a huge difference. They really are the decision makers, you know, the buck stops with them. And so when you're planning, and say something can't go exactly as you'd like it to do, if something needs to be tweaked with the schedule, or you know, a resource they need to be there to help problem solve through that.

01:11:02

Ms. Chinn: Okay, just having that support, knowing that that person is there, just makes a difference I've seen it over and over again. If the administrators doesn't participate on those team meetings, the problem solving team sinks. Stay focused, I've seen that 100 times as well, and then document, document, document. Okay it drives the process, that's the first important piece, it drives you through that process. Makes sure that you're doing a thorough job, it's going to, for us and if we follow the process and document it, it really increases the chances that that student is going to get the intervention that they need and we'll see some progress. So it's all about the student, although it feels like a real pain, it really bottom line is about getting the best results for that student. For the district we've found it also helps, if you ever have those situations, and maybe you never have those in Virginia where you have some parents who aren't real happy and want to bring the school to mediation or to court, that must not happen here.

01:12:11

Ms. Chinn: We've found having that documentation really does make a difference on that end as well. And if anyone was curious about the school data, remember I showed you some school data yesterday that was struggling. If you're curious about how their problem solving team has been functioning I just wanted to show you an example of an agenda that went out this year. Not every detailed, kind of recapping maybe if we have time we'll review. There was, we'll discuss one student, but not specifically what it was so pretty general. And then this was my observation, my actual observation notes during that meeting. So this is very atypical, the vast majority of the meetings if we were going to do some plan evaluation we have all of these boxes checked.

01:13:09

Ms. Chinn: Typically everything here is a yes. But as you can see this is one more part that is not functioning well in this building, and it just contributes to the larger problem. Okay, so did we have time for that activity? Okay. Okay, so you have a question? Oh please. That was not a good agenda. That was an example of a bad agenda.

01:14:00

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Ms. Chinn: Okay. No we would meet weekly and each, usually it would end up on about a four week cycle, but there is enough students then that you would rotate those students through, and we do keep usually our school psych or whoever facilitates keeps the databases too, and within our new online software we can indicate when they need to be brought up again. So the date is there, and then when their date comes up they end up on the agenda. Generally unless there is another issue that needs to be talked about, but yeah so we'll talk about maybe a new referral, and students A, B, and C one week. And then the next week it might be the problem analysis for the new referral, and D, E, and F student evaluation.

01:15:03

Ms. Chinn: The next week and so on, so does that make sense? Okay, any other questions? Okay, the importance of having this monitoring piece though is really to ensure fidelity to this problem solving process. It's very important, we've seen that a lot of people can get the training, but as far as implementation there is a lot of drift, and it can drift very quickly unless there is that coaching, and that ongoing support for the team. And again it's all about the students right, and getting the best results for them. We did have an activity planned for you, but I think we've run out of time. Which is fine, because the time that we used was used very well earlier. We might have some time later on though to come back and do some of this, and we'll see how the time plays out. Any questions? Okay, I think it's break time.

01:16:00

Ms. Chinn: Back here at 10:30.